DOCUMENT RESUME

ED 105 043 UD 015 034

TITLE	El Boricua: The Puerto Rican Community in Bridgeport and New Haven.
INSTITUTION	Connecticut State Advisory Committee to the U.S. Commission on Civil Rights, Hartford.
PUB DATE	Jan 73
NOTE	94p.
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	City Government; City Planning; *City Problems; *Civil Rights; Educational Problems; Employment Practices; Federal Programs; Health Needs; Health Services; Housing Needs; Poverty Programs; *Puerto Ricans; *Urban Population; Urban Renewal
IDENTIFIERS	*Connecticut

ABSTRACT

Organized in sex sections, this report summarizes the principal findings of an investigation by the Connecticut State Advisory Committee to the U. S. Commission on Civil Rights into areas of employment and health in New Haven, education and housing in Bridgeport, and the anti-poverty and model cities programs of both cities. The investigation included public hearings at Bridgeport on October 5, 1971 and in New Haven on October 6 and 7, 1971, at which time, state and local officials and representatives of the Puerto Rican community testified. In section One, "City Employment in New Haven" the Committee recommends that the city of New Haven should develop and officially adopt an affirmative action program. It is recommended in section Two, "Health Care of Puerto Ricans in New Haven" that the Governor appoint a committee to study the health problems of Puerto Ricans in the State of Connecticut. Section Three, "Education in Bridgeport" includes the recommendation that the Bridgeport Board of Education should initiate and analyze an accurate record of ethnic statistics on student dropouts. Other recommendations are specified in those and the remaining three sections of the report, focusing on "Housing in Bridgeport", Anti-poverty Agencies in Bridgeport and New Haven", and "Model Cities in New Haven and Bridgeport," respectively. (JM)

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ACKNOWLEDGEMENT

The Connecticut Committee is indebted to the members of its Subcommittee on the Puerto Rican Project for their invaluable service in this undertaking. They are Antonio Dimas Diaz, Bridgeport, Subcommittee Chairman; Marcos M. Ocasio, New Haven; David Shershen, Middletown; Pura Velez, New Haven; Rev. Wilfredo Velez, Bridgeport.

ATTRIBUTION

The findings and recommendations contained in this report are those of the Connecticut State Advisory Committee to the U. S. Commission on Civil Rights and, as such, are not attributable to the Commission.

This report has been prepared by the State Advisory Committee for submission to the Commission, and will be considered by the Commission in formulating its recommendations to the President and the Congress.

Prior to the publication of a report, State Advisory Committees afford to all individuals or organizations that may be defamed, degraded, or incriminated by any material contained in the report an opportunity to respond in writing to such material. All responses received have been incorporated, addended, or otherwise reflected in the publication.

PREFACE

The United States Commission on Civil Rights created by the Civil Rights Act of 1957, is an independent, bipartisan agency of the executive branch of the Federal Government. By the terms of the Act, as amended, the Commission is charged with the following duties pertaining to denials of the equal protection of the laws based on race, color, sex, religion, or national origin: investigation of individual discriminatory denials of the right to vote; study of legal developments with respect to denials of the equal protection of the law; appraisal of the laws and policies of the United States with respect to denials of equal protection of the law; maintenance of a national clearinghouse for information respecting denials of equal protection of the law; and investigation of patterns or practices of fraud or discrimination in the conduct of Federal elections. The Commission is also required to submit reports to the President and the Congress at such times as the Commission, the Congress, or the President shall deem desirable.

The State Advisory Committees

An Advisory Committee to the United States Commission on Civil Rights has been established in each of the 50 States and the District of Columbia pursuant to section 105(c) of the Civil Rights Act of 1957 as amended. The Committees are made up of responsible persons who serve without compensation. Their functions under their mandate from the Commission are to: advise the Commission of all relevant information concerning their respective States on matters within the jurisdiction of the Commission; advise the Commission on matters of mutual concern in the preparation of reports of the Commission to the President and the Congress; receive reports, suggestions, and recommendations from individuals, public and private organizations, and public officials upon matters pertinent to inquiries conducted by the State Committee; initiate and forward advice and recommendations to the Commission upon matters in which the Commission shall request the assistance of the State Committee; and attend, as observers, any open hearing or conference which the Commission may hold within the State.

Recommendations to the United States Commission on Civil Rights

This report has been prepared for submission to the United States Commission on Civil Rights by the Connecticut State Advisory Committee. The conclusions and recommendations in this report are those of the Advisory Committee and are based upon the evaluation of information received at a public open meeting held in Bridgeport on October 5, and in New Haven on October 6 and 7, 1971, and on staff and Committee investigations.

INTRODUCTION

Puerto Ricans come from Puerto Rico to Connecticut, like other migrants, in search of better opportunities. Many Puerto Ricans were recruited in the 1950's as migrant farm workers for the tobacco fields in the State and stayed to make Connecticut their home. Today, Connecticut is the home of a fast growing Puerto Rican population estimated at 100,000. They are among Connecticut's most disadvantaged citizens. For the vast majority, opportunities consist mainly of low paying jobs in the cities. They suffer from poverty, unemployment, illness, and poor housing and their problems are often compounded by a language barrier.

The Connecticut State Advisory Committee to the U. S. Commission on Civil Rights decided to hold a public meeting to investigate the conditions of the Puerto Rican communities in Bridgeport and New Haven.

State and local officials and representatives of the Puerto Rican community testified at open meetings in Bridgeport on October 5, 1971, and in New Haven on October 6 and 7, 1971. The Connecticut State Advisory Committee reviewed areas of employment and health in New Haven, education and housing in Bridgeport, and the antipoverty and model cities programs of both cities. This is a report of the principal findings of the investigation.

I. CITY EMPLOYMENT IN NEW HAVEN

The 1970 census of the city of New Haven, Connecticut, counted a population of 137,707 of which 37,721, or 24.4, percent were non-white. A census count by ethnic origin lists 6,542 persons of Spanish origin or descent. Of this number 3,406 are first or second generation Puerto Ricans.[1/]

New Haven officially uses the statistics of its City Planning Commission which in 1971 estimated 5,000 Puerto Ricans, or approximately 4.7 percent of the population of the city of New Haven. Junta, an Hispanic community organization which recently conducted a house to house survey of the status of employment, education, housing, and health in the Hispanic[2/] community estimates that 12,000 Spanish speaking persons, or 8.7 percent of the total population, live in the city of New Haven with an additional 6,000 in New Haven County.

A report issued by the Puerto Rican Human Resources Foundation of New Haven in July 1970, affirms that the Spanish speaking community of New Haven is grossly unemployed, underemployed, and usually limited to low level, unskilled jobs with little hope for advancement.

The report stated:

> Probably the most revealing and shocking statistic... [is] the apparent high rate of unemployment evident in a large number of Spanish households.

1/ Standard Metropolitan Statistical Area statistics (SMSA).

2/ The Spanish speaking community of New Haven refers to itself as "Hispanic," a term which includes all persons of Spanish speaking descent.

Significantly, 30.1 percent of all heads of Spanish speaking households were unemployed. Of all adults, this figure rose to 43.1 percent. Underemployment is acute in the Spanish speaking community. The study reveals that 78.5 percent of employed Spanish Americans hold semiskilled and unskilled jobs. As a result, over 50 percent of Spanish families [3/] had a family income of $5,327 or less, and the lowest 12 percent of the population sampled earned less than $3,197. This is substantially below the area's median family income. [4/]

The number of Spanish speaking employees holding high level jobs is insignificant. An additional explanation given by employers for their failure to hire Spanish speaking persons is that there are few, competent Spanish speaking persons with the required experience, training, and background.

A 1970 report of the Commission on Equal Opportunities, an official agency of the city of New Haven, zeroed in on the barriers encountered by Puerto Ricans in their efforts to secure employment in city government in New Haven. According to the report the ethnic composition of employment within city government should reflect the ethnicity of the community. Using this as a yardstick, the estimated 6,500 to 12,000 Spanish residents should hold approximately 5.6 to 8.7 percent of all city jobs. Spanish surnamed employees, however, hold 114, or 2.17 percent, of the 5,229 government jobs. (See Table 1, p. 60.)

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3 / According to the findings of a survey conducted by the Puerto Rican Human Resources Foundation, the average Puerto Rican family unit is 4.8 persons, with 22.3 percent containing four persons and 20.3 percent containing five persons.

4 /According to the 1970 census, the median family income (which includes blacks, whites, and others) is $9,031, while the median black income is $6,776.

According to September 1971 employment statistics of the city of New Haven, nine departments with 46 full-time and one part-time employee had no minority group employees.[5/] The mayor's office and the personnel department of the Civil Service Commission (key units that could ensure minority hiring) employed no Spanish speaking persons.

There was inadequate employment of Spanish speaking persons in several other city departments--the Board of Education, the Health Department, the Welfare Department, and the Police Department. The Board of Education, for example, as of October 1971 employed 2,265 persons, 38 of whom were of Spanish speaking descent. Although 7.2 percent of the school population was Puerto Rican, there were only 14 Puerto Rican teachers of the 1,260 teachers employed.

Employment statistics of the city's Health Department gave evidence to support the position that New Haven's public agencies exclude Spanish speaking residents. The department employed 73 persons, with only three full-time and one part-time Puerto Rican employees. None of the five held a professional staff position. The omission of Spanish speaking professional personnel may result in poor communication between the person who needs medical assistance and the person who provides medical assistance. The result is a barrier to adequate health care for Puerto Ricans in New Haven.

According to the personnel officer of the New Haven Police Department, minority employment had increased 40 percent in 2 years, but there were only five policemen of Spanish speaking descent on the police force of 539 members. A study was conducted by the Police Department to determine the best

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5/ For an ethnic breakdown of Civil Service and temporary city employees, see Tables 1 to 5, pages 60 to 68.

methods for recruiting minority police officers, and the department has gone into the Spanish speaking community to recruit candidates. However, a large percentage of otherwise qualified Puerto Ricans are excluded because an officer must be at least 5'8" in height and must have graduated from high school.

New Haven's Department of Welfare employed 20 social investigators, one of whom is a Puerto Rican. Most families of Puerto Rican workers in New Haven who are either unemployed or underemployed receive welfare payments. For these families, the welfare worker is the primary source of information about job opportunities and other services located outside their restricted area of contact. A caseworker's inability to speak Spanish tends to deny Spanish speaking clients equal access to the tools necessary to release them from the poverty cycle.

No Spanish speaking person occupies a policy-making position in any city agency. Most are employed in the category of menial labor, while others are skilled workers and others are in service positions. In short, of the 114 jobs which Spanish speaking persons held within city government, all were low-paying and devoid of policy-making responsibility.

The report of the Commission on Equal Opportunity concludes that there are discriminatory elements within the city governmental system that perpetuate the inequities in the employment of minority group members. It cites the ineffectiveness of the civil service system in achieving equitable employment for minorities.

According to Section 202 of the City Charter of New Haven, the Civil Service Commission is the examining committee and determines rules and regulations relating to terms and conditions of employment with the city. It designs and conducts examinations and, on the basis of test scores, recommends candidates for positions within city government. Both the Commission and the personnel department maintain eligibility lists and personnel records and neither seems to be engaged in revision of the rules and regulations. The Civil Service Commission's restricted concept of its responsibility has contributed to the failure of New Haven to recruit and hire qualified Spanish speaking residents.

A Supreme Court decision in the Griggs v. Duke Power case stated that any test administered by any organization or body must meet test validation standards of the Equal Employment Opportunity Commission (EEOC). Under the Equal Employment Opportunity Act of 1972, all State and local civil service examinations are required by law to meet these test validation standards. The EEOC also has the responsibility and the power to force local Civil Service Commissions to comply with these required regulations.

The civil service examinations in New Haven have not been evaluated to determine whether they meet the test validation standards. The director of civil service explained:

> We have a tough job just keeping our own ship in order, and that is conducting examinations.

The Civil Service Commission has never administered a test in Spanish, either orally or written. Vincent Dooley, Executive Secretary of the Civil Service Commission, explained:

> I don't off the top of my head, remember any Spanish speaking people applying... I would assume that if a Spanish person wished to be examined, we could accommodate him.

Statistics on certified employees hired from New Haven's civil service examination lists reveal that out of 7,868 certified government employees, only 13, or .8 percent, are Spanish-surnamed. (See Table 3, p. 66.)

Some city government positions, such as teachers, librarians, appointed department heads, elected officials, and unclassified employees do not fall under the jurisdiction of the Civil Service Commission, and do not require a civil service examination. Also exempt from the civil service examinations are all other jobs classified as "temporary" positions. Hispanos held 21, or 1.2 percent, of the 1,741 full-time positions for which examinations are not required. In the temporary job category there were two Hispano employees, or 2.9 percent of the 69 positions. (See Table 4, p. 67.)

New Haven's Reply to the Report

With the release of "Minority Employment in the City of New Haven" by the New Haven Commission on Equal Opportunities, Mayor Guida of New Haven appointed a committee in March 1971, to study the report and to recommend appropriate action. Of the nine persons selected by the mayor to serve on the committee, one was of Spanish speaking descent. The appointment of a Spanish speaking person is a positive indication of New Haven's growing recognition of its Hispano community.

The mayor's committee accepted the report's conclusions that the city of New Haven discriminates against minority group persons, and recommended that an outside agency be hired to develop an affirmative action plan. The committee hired the National Civil Service League of Washington, D. C. to write an affirmative action program for minority employment and to develop an effective recruitment and examination system for New Haven. At the time of the Committee's hearings, the National Civil Service League had issued no affirmative action plan.

RECOMMENDATIONS

The Connecticut State Advisory Committee recommends:

1. That the city of New Haven should develop and officially adopt an affirmative action program.

2. That an expressed goal of the affirmative action program be to hire more persons of Spanish speaking descent to municipal service at all levels, particularly to policy-making positions.

3. That, in accordance with the principle established by the New Haven Commission on Equal Opportunities, minority group employment be significantly representative of the population ratio in the community. The two exceptions to this rule are:

   a. where the percentage of Spanish speaking clientele of a service department (e.g., the Welfare Department). is greater than the percentage of Spanish speaking persons in the community, the number of Spanish speaking employees should be proportionate to the number of Spanish speaking clients, and

   b. where the nature of the department (for example, the mayor's office) is so important as to warrant the continuous input and feedback from all sectors of New Haven, there should be in the agency at least one person from the Spanish speaking community in an administrative capacity.

4. That the mayor of New Haven establish an Office of Spanish Speaking Affairs whose principle task would be to make city government sensitive and responsive to the needs of the Hispano community. The director of this office should be directly responsible to the mayor and his job should be placed at a grade level commensurate with his responsibilities.

5. That the civil service examinations be thoroughly reviewed to determine whether they are in compliance with the EEOC's test validation standards.

6. That the Civil Service Commission employ Spanish speaking persons particularly in policy-making and public contact positions.

7. That the Civil Service Commission consult with city government agencies and the Spanish speaking community to determine what examinations should be made available in Spanish.

II. HEALTH CARE OF PUERTO RICANS IN NEW HAVEN

The language barrier between the Spanish speaking patient and English speaking medical personnel limits Puerto Ricans' access to the health services of the community. Although hospitals and other health centers are aware of this problem, they have been slow to adjust health care services and staff to meet the needs of Spanish speaking patients. The Puerto Rican resident in Connecticut uses the outpatient and emergency room facilities of the major hospitals in his community as his primary source of health care. The two major sources of health care for Puerto Ricans in New Haven are the Hill Health Center and the Yale-New Haven Hospital.

The Hill Health Center

The Hill Health Center has been relatively responsive to the health needs of the Puerto Rican community. Established in December 1968, the Center is an outpatient clinic which provides comprehensive family health care for residents of the Hill section of New Haven. The Center has an annual budget of $1 million. Approximately 93 percent of the budget is obtained through Federal funding. A board of directors composed of 27 members, of whom four are Puerto Ricans, acts as the principal decision-making body of the Center.

The health center is located in the Hill neighborhood, where 20 percent of the Puerto Rican population lives. This has dramatically increased the use of health services by Puerto Ricans. Although Puerto

Ricans comprise 20 percent of the Hill neighborhood, they are 32 percent of the health center's clientele. The statement of the Center's director that Puerto Ricans have used the center proportionately more than the other two groups, i.e. blacks and whites, is substantiated statistically.

Another factor contributing to the increase of Puerto Rican patients is the presence of Puerto Ricans on the medical staff. Of 81 staff members, 14 are Puerto Ricans. This includes a physician, a nurse, a social worker, an interpreter, and a director of community health workers.

All clinic signs and health information are written in Spanish as well as English. Many Puerto Ricans come to the Center who have never before seen a dentist; many need long overdue medical checkups.

Yale-New Haven Hospital

The Yale-New Haven Hospital, one of the largest hospitals serving the New Haven community, is an 800 bed facility, and its staff sees 92,000 inpatients a year. More than 150,000 persons come for services to the hospital's outpatient clinic.

For the fiscal year ending September 30, 1971, Yale-New Haven had an operating budget of $36.9 million, about 21 percent of which was Federal funding. Almost all Federal monies were received indirectly in the form of Medicare payments and as grant money from Yale University in payment for clinical services to students. In addition, Hill-Burton money 6/ received by Yale-New Haven totaled $214,000, 23 percent of its capital budget.

6/ The Hill-Burton Act, passed by Congress in 1946, authorizes matching Federal grants, ranging from one-third to two-thirds of the total cost of construction and equipment, to public and nonprofit private health facilities.

According to a report by the Puerto Rican Human Resources Commission of New Haven, 57.9 percent of all Spanish speaking adults in New Haven seek medical care at the Yale-New Haven Hospital. It was expected the hospital would be able to handle the special language problems of its Spanish speaking patients. It has not.

Employment Statistics and Training Programs of Yale-New Haven Hospital

The Yale-New Haven Hospital employs 2,700 full-time employees, and 24 are persons of Spanish speaking descent. (See Table 6, p.69.) Six Spanish speaking persons hold professional jobs and five are interpreters who service the hospital's wards and clinics.

The shortage of Spanish speaking personnel is critical within the medical staff of the hospital. There are 956 doctors and dentists, but no Spanish speaking dentists and only one Spanish speaking physician. (See Table 7, p. 70.) Similarly, there are no Spanish speaking nurses or medical social workers on the staff.

Federal Regulations Prohibiting Discrimination by Hospitals

Discriminatory practices by recipients of Federal funds based on race, color, or national origin are forbidden by Title VI of the Civil Rights Act of 1964. There are two discriminatory practices forbidden under Title VI directly related to a health facility's employment practices. They are: (1) residents, interns, nurses, and medical technicians may not be denied training opportunities in the facility on account of their race, creed, color, or national origin; and (2) professional qualified persons may not be denied the privilege of practice in the facility on account of race, creed, color, or national origin.

Moreover, Title VII of the Civil Rights Act, as amended, administered by the Equal Employment Opportunity Commission, prohibits employment discrimination by public and most private health facilities employing more than 15 employees. These Federal regulations are designed to prohibit discrimination and to encourage hospitals to train and employ all persons without regard to race, creed, color, sex, or national origin.

Evaluation

Although the hospital is aware of inadequate representation of Spanish speaking medical professionals on its staff, the effort to recruit additional Spanish speaking professionals has been largely feeble and disjointed. Although the administrators of the hospital have promised to implement an affirmative action program for the recruitment of minority medical personnel (to be operational in 1972), they have been unenthusiastic about expanding the hospital's range of recruitment sources. One simple alternative could be a medical exchange program with the University of Puerto Rico's Medical School or the Commonwealth of Puerto Rico's Department of Health. Another possibility might be to give priority to recruiting and hiring interns, residents, and Anglo doctors who are fluent in Spanish. Moreover, Spanish speaking medical personnel could be recruited in training programs for nurses, medical technologists, dental lab technicians, and nurses aides.

Most of these programs are financed by the Federal Government. The Manpower Development and Training Program, created by the Manpower Development and Training Act of 1962, contracts with employers such as hospitals for on-the-job training of unemployed and underemployed persons.

Another source of Spanish speaking paraprofessionals is the New Careers Program, created by the Economic Opportunity Act of 1964. The program is designed to develop career opportunities for low-income, unemployed persons to improve conditions in the community. Monies for these and other federally related programs are substantial and are increasing. Spanish speaking enrollees for these programs can be found in the local high school.

Until the local Puerto Rican community can produce a supply of doctors and other medical personnel to meet its needs, the Connecticut State Committee believes that hospitals like Yale-New Haven should look to other sources such as the exchange and training programs for their Spanish speaking professional and paraprofessional medical staff. At present no Spanish speaking persons are enrolled in the Yale-New Haven training programs for practical nurses, medical technologists, and physical therapists. (See Table 8, p. 71.)

Although the Yale-New Haven Hospital has been remiss in its recruitment and employment practices, it has made some effort to bridge the language gap that exists between its Spanish speaking patients and its medical staff. Two years ago, the Yale-New Haven Hospital initiated classes in Spanish to teach its employees the language and the culture of its Spanish speaking patients. The program is a success and an increasing number of employees attend the hospital's free classes. The Yale-New Haven Hospital also publishes pamphlets on health education in Spanish.

RECOMMENDATION

The Connecticut State Committee recommends:

1. That the Governor appoint a committee to study the health problems of Puerto Ricans in the State of Connecticut. The mandate of the committee should be:

   a. to survey available data on health conditions of the Puerto Rican and design programs with the active participation of Puerto Rican community leaders;

   b. to explore sources for funding programs to train Puerto Rican medical paraprofessionals;

   c. to work closely with the Connecticut State Legislature, the Department of Employment Security, professional licensing agencies, professional organizations such as the American Medical Association (AMA), and centers of higher education to encourage the licensing of more Spanish speaking health professionals in Connecticut.

2. That the State of Connecticut and hospitals in New Haven explore the possibility of developing an exchange program with the Commonwealth of Puerto Rico for doctors, nurses, and other professional medical staff.

3. That Yale-New Haven Hospital employ an adequate number of trained Spanish speaking interpreters.

4. That the Yale-New Haven Hospital and the Hill Health Center develop and expand health programs to educate the Puerto Rican community in basic preventive health care.

5. That the Yale-New Haven Hospital and other public hospitals provide additional staff and furding for community health clinics to expand their range of services.

6. That the Yale-New Haven Hospital actively recruit Puerto Rican students from local high schools for their various medical training programs.

III. EDUCATION IN BRIDGEPORT

Introduction

Bridgeport, Connecticut, the largest city in Fairfield County, has a population of 156,000 persons and is the center of industry and employment for the surrounding area. In 1960 the Spanish speaking population of Bridgeport was 6,190. Between 1960 and 1970 at least 14,000 Puerto Ricans moved to Bridgeport and its surrounding environs. The influx of other Spanish speaking nationalities during this period added another 5,000. Most of them settled in Bridgeport. Today, estimates of the population of persons of Spanish speaking descent in Bridgeport range from 14,103 (1970 Census estimate) to 25,000 (Bridgeport Urban Coalition Office).

Because of the rapid migration of Spanish speaking persons to Connecticut, the number of Spanish speaking children in the Bridgeport schools has increased dramatically during the last decade.

This large-scale shift in the ethnic composition of Bridgeport's student population called for new educational approaches to resolve the problem of the Spanish speaking students. The Bridgeport Board of Education failed to commit tax dollars to measures which could contribute to the improvement of education for Spanish speaking students. Superintendent Howard Rosenstein's request, for example, for $100,000 to hire 12 Puerto Rican teachers from Puerto Rico was denied. Despite the efforts of Mr. Rosenstein, Bridgeport's new Superintendent of Schools,

change in the school system has been slow. Today the situation of the Puerto Rican child in Bridgeport's schools needs a critical appraisal.

According to Mr. Rosenstein, there were 18,757 pupils enrolled in the 1971-72 school year in Bridgeport elementary schools, of whom 3,996, or 22 percent, were Puerto Rican. In public high schools the enrollment was 6,214 of whom 844, or 13 percent, were Puerto Rican.

It is difficult to determine the exact number of Puerto Ricans who drop out of school because the Bridgeport School Board does not keep ethnic statistics on its dropouts. School statistics reveal, however, that only 104 Puerto Rican students were graduated from Bridgeport's high schools in 1971. (See Table 9, p. 72.) Even taking into account the high mobility of Puerto Rican families, the number of Puerto Rican graduates from a total enrollment of 844 Puerto Rican students should be significantly greater than the 104 who were graduated. Community sources confirm that Puerto Rican students are dropping out of school in large numbers. The fact that no records document the problem is cause for concern to Puerto Rican families.

Mr. Rosenstein emphasized the need for Spanish speaking guidance counselors to assist Puerto Rican students to stay in school during the junior high and high school years. The Bridgeport School System employs 23 fulltime counselors, none of whom is Puerto Rican. (See Table 10, p. 72.)

Several Puerto Rican students educated in Bridgeport public schools alleged that there were teachers who neither liked nor understood Puerto

Rican students. One student said:

> I feel that the teachers don't care about the students...A Spanish speaking student comes into the room. Immediately that person is considered dumb without even being given a chance.

All Puerto Rican students who testified thought that the Bridgeport public schools did not have many special programs for Spanish speaking children, particularly at the high school level. The lack of programs, they said, combined with the attitudes of teachers led many students to drop out of school.

Title VII and Bilingual Education

Title VII of the Elementary and Secondary Education Act (ESEA) authorizes the Office of Education in the Department of Health, Education, and Welfare (HEW) to fund bilingual education programs operated by local school districts. In 1971 Bridgeport received an $85,000 grant of Title VII funds to sponsor 10 bilingual kindergarten classes. These classes had an enrollment of 250 pupils, of whom 50 percent spoke Spanish.

HEW defines bilingual education as the use of two languages, English and a "mother tongue," in a well-organized program which incorporates part or all of the curriculum, and includes the history and culture associated with the native language. This type of program is designed for children who speak limited English, who come from homes where the dominant language is not English, and who are from low-income families.

Children participating in the program should develop competence in English, become proficient in their dominant language, and profit from an increased educational opportunity. 7/

To be effective it is recommended that all bilingual programs for Spanish speaking children have an even distribution of Spanish and English speaking children. All children receive the major part of their instruction in the language with which they are most familiar. The dominant language of non-English speaking students is taught as a first language, and English is taught as a second language. Students should eventually receive approximately 50 percent of their instruction in English and the remaining 50 percent in the companion language. All students are taught the history, the cultural heritage, and the value systems of those who speak both languages.

Title I Programs for the Spanish Speaking Child

The Bridgeport School Board in 1971 received $1,476,293 in Title I funds from HEW to operate programs for educationally and financially disadvantaged students. Approximately $79,235 was allocated to fund eight bilingual education programs in schools with the heaviest concentration of Spanish speaking pupils. These eight programs served 550 pupils, 90 percent of whom were Spanish surnamed. Another $190,874 of Title I funds was used for English as a Second Language, commonly known as ESL, which emphasizes English language skills without the cultural overtones. Spoken English is taught in ESL classes in much the same

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7/ U. S. Department of Health, Education, and Welfare, Manual for Project Applicants Programs under Bilingual Education Act.

way as foreign languages are taught to English speaking pupils. The class is generally given for a limited number of hours per week, usually one 45-minute period each day. Approximately 1,000 Spanish speaking students attended ESL classes in Bridgeport.

Criticisms of Bilingual Education in Bridgeport

Despite the evidence that a bilingual education is an excellent solution to the special learning problems of the Spanish speaking child,[8/] Bridgeport has allocated only 5 percent of its Title I budget for its bilingual education classes, while using 13 percent of its total Title I funds to support ESL classes.

In Bridgeport, some form of a bilingual education is available to only a select 20 percent of elementary pupils of Spanish descent. Bilingual educational programs are funded as pilot projects under Title VII and can be refunded for a maximum of 5 years. Title VII funds, therefore, are not permanent and local school districts are expected eventually to assume financial responsibility for the program. The receipt of Title VII monies does not prohibit the use of local funds for additional bilingual education programs.

It is premature to evaluate the success of the Title VII program in Bridgeport. Any bilingual program's success will depend on local financial support. To date, the Bridgeport Board of Education has made no move to expand the existing bilingual education program or to

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8 / Gardner, A. B., "Teaching the Bilingual Child: Research Development and Policy." Modern Language Journal, Mar. 1965, pp. 165-175. Modiano, N., "National or Mother Language in Beginning Reading: A Comparative Study" Research in the Teaching of English, Vol. II, No. 1, April 1968, pp. 32-43.

develop new bilingual education approaches with an allocation of city funds. It has not made a commitment to assume the financial responsibility for the continuation of the program after Federal funding expires. Before change can take place, the city must reallocate its Federal funds equitably and commit its tax dollars to finance and staff the program. Not until Bridgeport recognizes the need for a bilingual education for its Spanish speaking students and begins to financially support it, will its students receive the benefits of an equal education.

Spanish Speaking Teachers

As the demand for persons to work in a bilingual education program has increased, the supply of certified native Spanish speakers has been exhausted in the United States. Puerto Rican college graduates have been directed to more lucrative employment. According to Mr. Rosenstein:

> There are no unemployed Puerto Rican teachers who live in Bridgeport. We have hired all Puerto Rican teachers who made themselves available.

The Bridgeport Board of Education employs 1,180 teachers: 10 are Puerto Rican.[9/] To meet the demand for more native Spanish speaking teachers, Bridgeport went to Puerto Rico to recruit teachers and guidance counselors. The trip was successful and 117 Puerto Rican teachers expressed a desire to teach in Bridgeport. Superintendent Rosenstein requested $100,000 from the Board of Education to hire them. The proposal met with opposition from non-Spanish speaking members of the Bridgeport community who opposed the concept of bilingual education and the use of

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9/ An additional seven teachers are native Spanish speakers from Latin America. (See Table 10, p. 72.)

city funds to further its development. The proposal finally was defeated. Subsequently, severe cuts in the education budget prevented the hiring of additional Puerto Rican staff.

The education of the Puerto Rican child in Bridgeport is damaged by the absence of Spanish speaking instructors. The certification standards and requirements set by the State Department of Education are stumbling blocks to hiring teachers from university systems outside of the mainland. Teachers from Puerto Rican universities often lack the required number of credits in certain subject areas, or do not have the practice teaching experience to meet State requirements. Bridgeport has been unable to persuade the State Department of Education to relax its requirements in view of the limited resources for fully certified Puerto Rican teachers.

The requirement that a teacher must have 3 years teaching experience to serve as a guidance counselor has eliminated the hiring of guidance counselors from Puerto Rico. Since most Puerto Rican teachers in the schools have only recently arrived in Bridgeport, they are not eligible for certification as a counselor. In the meantime, Bridgeport, with no Puerto Rican guidance counselors and a 22 percent Puerto Rican enrollment in the elementary schools, is sorely in need of more flexible State certification guidelines.

An alternate method for securing Spanish speaking teachers has never been amply explored by the Bridgeport Board of Education. There are 31 Spanish speaking teacher's aides involved in the education of Puerto Rican children who could be a prime source for the city's Spanish speaking teaching staff. (See Table 10, p. 72.)

Bridgeport did make an application to the Career Opportunities Program of the Office of Education for a grant to finance college courses for teacher's aides leading to a bachelor's degree and certification as a teacher. The request was not funded, and Bridgeport dropped the project and did not attempt to initiate a project of its own, on a smaller scale.

Federal Emergency Employment Act

New jobs under the Federal Emergency Employment Act offered hope to a dismal employment picture. The Bridgeport Board of Education received approximately $370,000 from which 40 new teachers' aide positions were created; Spanish speaking persons received 15 to 25 percent of these positions. Of the 45 new jobs for teachers, however, four went to Spanish speaking persons. When questioned about the number of Spanish speaking teachers hired through FEEA funds, Superintendent Rosenstein replied:

> The Federal Government gives us a lot of money... and they give us such tight guidelines to work by ...so we are caught on guidelines and we have no choice.

Although Federal guidelines governing the use of FEEA funds are lengthy and cumbersome, an attempt should have been made to solicit more qualified persons of Spanish speaking descent.

Community Involvement

In Bridgeport educational policy is set by nine members of the Board of Education. Eight whites and one black comprise the Board. There are no Puerto Rican members. Because Board members are elected citywide, the Spanish speaking community finds it difficult to create a strong voting block to elect a Puerto Rican. Excluded from the Board of Education, the

Puerto Rican community does not have the input to gear new programs and policies to the needs of Spanish speaking children. The situation is better in individual school districts. Title VII requires parental and community involvement in planning and implementing bilingual education programs.

Ramon Corra, Title VII Director of Bridgeport, has organized Parent Advisory Councils in each school that receives Title VII monies. Council members work with teachers in classroom instruction. They also accompany teachers on field trips and help design new directions for the bilingual program.

The Bridgeport School System has made an effort to recruit Puerto Ricans as members of the city's Title I program. Notices were distributed in English and Spanish and formal home visits and phone calls were made. Of 32 members of the Title I Advisory Council, six are Puerto Rican.

In view of the relatively small amount of Title I funds currently used to meet the language needs of Spanish speaking children, the Puerto Rican community will need to increase its representation on the Title I Advisory Council to insure that a more equitable proportion of the funds is allocated to programs for Spanish speaking children.

RECOMMENDATIONS

The Connecticut State Committee recommends that:

1. The Bridgeport Board of Education should initiate an accurate record of ethnic statistics on student dropouts and analyze the reasons why they drop out of school.

2. Programs designed to retain students in school should be implemented immediately at the junior and senior high school levels.

3. Bridgeport should guarantee non-English speaking children the right to learn by using the language of their birth. Special programs like the work-study program and vocational education classes, should be made available on a bilingual basis.

4. The Bridgeport Board of Education should commit a larger percentage of city tax funds to support a bilingual education.

5. Bridgeport should use its Title I funds to develop and implement bilingual education programs in those schools with the largest concentration of Spanish speaking students.

6. The Title I funds used to support English as a Second Language should gradually be transferred to create new bilingual education programs.

7. Bridgeport should continue to recruit Spanish speaking teachers in the mainland and in Puerto Rico.

8. The local school districts should waive residency requirements so that provisional certification can be given to all Puerto Rican and other Spanish speaking teachers who have credits that are equivalent to a college degree.

9. The Connecticut State Department of Education should waive the requirement of previous teaching experience on the mainland for otherwise qualified Puerto Rican counselors.

10. Pending the employment of a sufficient number of bilingual teachers, the school districts should recruit and train bilingual Puerto Rican paraprofessionals for teacher aide positions, and Bridgeport should reapply for a Federal grant from the Career Opportunity Program of the U. S. Office of Education to enable teachers' aides to attend college and become certified teachers.

11. Local school districts should institute an ongoing training course for teachers and administrators who work with Puerto Ricans and other Spanish speaking children to sensitize them to Puerto Rican culture and family life.

12. The State Department of Education and local schools should make all school forms and informational material available to parents in Spanish, as well as in English.

IV. HOUSING IN BRIDGEPORT

In the last decade the policy of "demolish first-build later" has limited the supply of low-income housing in Bridgeport, and urban renewal projects have severely depleted housing which has been replaced by industrial areas.

Bridgeport has 60,000 housing units, of which 8,631 are low-income. A 1970 report on housing in Bridgeport issued by the Department of Housing and Urban Development indicated that 5,000 new units of low-income housing would be needed in the next 2 years. The Charles Stokes Report submitted to the City of Bridgeport in 1969 by a task force on housing dealt with the economics of housing in the city (with long range projections for housing demands). The task force estimated that 7,860 units of low-income housing were needed immediately in Bridgeport and that 19,060 units should be constructed in the ensuing 10 years.

Although housing is a problem for all low-income residents, it is magnified within the Spanish speaking community. The influx of Puerto Ricans and other persons of Spanish speaking descent into Bridgeport has filled an already surfeited low-income housing market. Many neighborhoods where Puerto Ricans originally settled have been demolished by city urban renewal projects and the families relocated in the city's substandard areas where a great many live in poverty today.

Puerto Ricans are forced to pay high rents for dilapidated housing in Bridgeport. Large apartments with three to six bedrooms are scarce

and expensive, and the Puerto Rican tradition of extended family living[10/] often forces families to take older, often substandard housing. Another factor relegating Puerto Ricans to the slums is their strong linguistic and cultural ties. Spanish speaking friends, relatives, and Spanish newspapers provide a comfortable cushion from the world outside the "barrio." This limited access to the English speaking world, however, often prevents the Puerto Rican community from learning of suitable housing elsewhere.

The Bridgeport Department of Housing (BHD)

The agency with responsibility for meeting the housing needs of the Bridgeport community is the Bridgeport Department of Housing, a recently established umbrella agency. The BHD, created in August 1971 to coordinate all city housing activities, includes all housing agencies with the exception of the Redevelopment Agency. The Department of Housing consists of a Development Division, Planning Division, Fiscal Division, and Operations Division. The Development Division has two sections -- the Housing Site Development Agency and the Bridgeport Housing Authority. The Operations Division has three sections--the Code Enforcement Agency, the Building Department, and the Central Relocation Service. The creation of the Bridgeport Department of Housing was a long overdue effort to strengthen weak and inefficient housing agencies through centralized management. It is too early to evaluate the BHD's ability to coordinate its various agencies.

10/ The Puerto Rican extended family includes not only parents and children, but grandparents, cousins, nephews, godparents, "compadres," and other relatives.

Since most housing problems in Bridgeport are a continuation of conditions that evolved prior to the 1971 reorganization, the Connecticut State Advisory Committee decided to review the effectiveness of each housing agency to determine the housing problems faced by the Puerto Rican community in Bridgeport.

The Housing Site Development Agency

In 1967 the Connecticut State Legislature passed Law #522 which provided funds for municipalities to establish a housing site development agency to purchase land and spin it off for low to moderate income housing to a nonprofit sponsor or to the local housing authority.

In April 1968 the Bridgeport Housing Site Development Agency received a survey and planning grant of $46,000 which was used for a city housing plan. The plan submitted to the State Department of Community Affairs (DCA) showed 12 different housing sites in Bridgeport and the number of units which could be constructed on each site. Each site was reviewed individually and considered for funding by DCA. Between 1968 and 1971, only three sites in Bridgeport were funded because state budget cutbacks occurred at the same time project sites were being reviewed and selected.

In 1971 Governor Meskill announced a $200 million deficit in the budget of the State of Connecticut. The Governor's solution was an increase in the sales tax and sizable cutbacks in budgets of State agencies.

The Housing Site Development Agency, which operates on a yearly budget of $70,000 ($49,000 are State funds), has been hampered by severe reductions in State funding.

The Connecticut Department of Community Affairs which funds programs of the Housing Site Development Agency, as well as day care, pollution control, ecology, and human resources programs, was cut from $35 million to $20 million. The number of employees at the department was reduced from 320 to 140.

Housing sites that were funded were cleared and made available for low and moderate income housing construction. The Housing Site Development Agency was the prime force in generating interest among unions, church groups, and community groups in Bridgeport to become nonprofit sponsors for low and moderate income housing.

About 10 local groups incorporated as nonprofit sponsors in 1968 and the Housing Site Development Agency selected the Inter-Faith Housing Development Corporation and the East Bridgeport Trade Civic Association (EBTCA)-Hall to build the first low-to-moderate-income housing. The Inter-Faith Housing Development Corporation has built Union Village and Seaview Gardens, funded by the Department of Housing and Urban Development (HUD) as 221(d)3 projects.[11/] EBTCA-Hall, Inc. built Cedar Park which was funded by HUD under Section 236 of the National Housing Act.[12/]

11/ The 1961 Housing Act created the Section 221(d)3 program which sought to provide new housing opportunities for low-and-moderate-income families by encouraging partnerships between government and private industry. Mortgage insurance and permanent financing at below-market interest rates are the government's contribution.

12/ Section 236 of the National Housing Act was introduced by the Housing and Urban Development Act of 1968 to provide assistance to rental and cooperative housing programs for low-and-moderate-income families. Assistance is in the form of Federal payments to the project mortgage for the purpose of reducing the rental or cooperative costs of the occupants by paying a part of the interest charges on a market-rate project mortgage, insured by FHA.

In addition to other criteria, sponsors were selected on the basis of their credibility in the communities where the housing sites were located. The two sponsors selected had been contributors to the development of the communities in which the housing sites were located.

Bridgeport Housing Authority

The Bridgeport Housing Authority, which operates and maintains all public housing units in the city, has 2,856 dwelling units. Approximately 16 percent of the total number of units of public housing available are occupied by Puerto Ricans. (See Tables 11 and 12, pp. 73-74.)

Bridgeport has a Puerto Rican population of approximately 25,000, most of whom are poor and eligible for low-income housing. Hindered by the lack of public housing units large enough to house them, or by tenant admission policies, the Puerto Rican has been denied equal access to public housing which was designed to aid all poor Americans.

Over 60 percent of all Puerto Ricans in public housing live in Father Panik Village or Phineas T. Barnum apartments. An analysis of Puerto Rican distribution among the various projects reveals a dense concentration of Puerto Rican families in older projects deemed less desirable because of their dilapidated condition and high crime rate.

A major complaint of the community has been against the exclusion of Puerto Rican residents from public housing for the elderly, particularly from Harborview Towers, a 232 unit high rise building. Bridgeport has four projects totaling 480 dwelling units for elderly citizens and only two Puerto Rican families live in these units. A review of the list of applicants for public housing for the elderly showed only six Puerto Ricans on the waiting list. (See Table 13, p. 75.)

The Bridgeport Housing Authority has shown little initiative in promoting an increase in Puerto Rican applicants.

When Harbor View Towers was completed about 5 years ago, notice of its opening was placed only in the Bridgeport Telegram, the local newspaper. Neither the Spanish media nor Spanish speaking community groups were notified of the availability of new housing for elderly citizens or how to apply for an application. Consequently, few Puerto Ricans applied and only two Puerto Ricans live in Harborview Towers.

The Housing Code Enforcement Office

The Housing Code Enforcement Office has jurisdiction to inspect all dwellings, rooming units, and premises located in Bridgeport, to enforce the housing code that establishes the minimum health and safety standards of all dwellings offered for rent, to set the responsibilities of owners and occupants, and to establish penalties for violation of the housing code.

A survey of dwellings in Bridgeport in the early 1960's to determine which areas would be designated for code enforcement divided the city into 13 areas. Major Puerto Rican communities are located in Area #3 in the East Side, and Area #9 in Southwest Bridgeport. An inspection was made of Area #3 but no inspection of Area #9 has ever been conducted. The Housing Code Office, therefore, has no information about housing conditions in one of the two largest Puerto Rican neighborhoods in Bridgeport.

The Housing Code Enforcement Office apparently does not maintain accurate records of its activities and findings. The office does not know when all dwellings in Bridgeport were last inspected. There is no information available, furthermore, on the number of dwellings that do not meet

minimum health and safety standards or how many have been condemned and ordered rehabilitated. Records are not maintained on ethnicity or color, so it is difficult to determine how many of the 3,712 complaints received between April 1967 and November 1971 came from Puerto Ricans. It is also impossible to determine whether Puerto Rican complaints, if received, were ever acted upon.

The Bridgeport Redevelopment Agency and Urban Renewal

The Bridgeport Redevelopment Agency is governed by a five-member board of directors appointed by the mayor with the approval of the City Council for staggered terms of 5 years. There are no Puerto Rican members on the board.

The Agency has responsibility for acquiring land for urban renewal projects and managing any properties until they are demolished. It must relocate families and businesses in renewal areas, clear the site, and make the necessary public improvements--sewage, water, telephone, gas, and electricity. Because government money is designed to work as a catalyst to encourage private development, the financial success of urban renewal projects is measured by the degree of their support by private enterprise.

For the last decade, urban renewal has proved to be a disruptive element to all poverty residents, including the Puerto Rican community in Bridgeport. From 1960 to 1965, an estimated 2,344 housing units were withdrawn from the housing market because of either conversion or demolition. Three urban renewal projects in Bridgeport alone demolished 2,512 units--1,436 in the State Street Renewal Project, 271 in the West Side #1

and #2 Project. According to community sources, all three areas had substantial numbers of Puerto Rican residents. No low-to-moderate-income housing was constructed to replace the demolished units. Instead, the land was used for shopping areas and industrial parks. Displaced residents were relocated to housing which frequently was substandard. The Puerto Rican community still refers to urban renewal as "human removal."

William Warner, Director or Urban Renewal, told the Puerto Rican community, "It is not our policy this year to displace additional families." Under the revised urban renewal plan, he said, the checkerboard style of renewal will be followed. Housing will be built on small areas of vacant land for families who will be displaced by new construction. This plan, theoretically, will avoid the wholesale displacement of families.

The Bridgeport Redevelopment Agency is engaged in two urban renewal projects under the Neighborhood Development Program of HUD. The plan for 1971 called for construction of 80 units of 236 cooperatively owned low-to-moderate-income housing in the model cities area and 176 units in Congress Plaza of 236 housing, both high-rise apartments and townhouses. The second year of the project calls for 108 units of 236 cooperatively owned townhouses in the Model Cities area and 176 units of 236 housing in Congress Plaza. To date, no housing has been constructed on urban renewal sites.

New Trends

Historically, Puerto Ricans in Bridgeport have not been equitably represented either as occupants in public housing or as employees within

the housing administration. The August 1971 reorganization of housing agencies in Bridgeport under the centralized Department of Housing was a first step toward coordination of an unwieldly and inefficient housing system. Since its creation, the Bridgeport Department of Housing has made several positive moves to encourage an increase in Puerto Rican participation.

Under the Emergency Employment Act of 1971, the Bridgeport Department of Housing applied and received approval for 25 additional special police to be assigned to P. T. Barnum Apartments, Marina Village Apartments, and Charles F. Greene Homes. It also received approval for 12 additional tenant relations advisors to implement the tenant relations program in all the public housing projects. In addition, on September 29, 1971, the authority applied for six typists-clerks and ten janitors. Of the 50 new jobs allocated, 37 have been filled to date. Ten of the 25 special police jobs went to Puerto Ricans as did five of the tenant relations advisors positions. (See Tables 14 and 15, p. 76.)

RECOMMENDATIONS

The Connecticut State Committee recommends that:

1. The Bridgeport Department of Housing and the Redevelopment Agency should take steps to insure that the Puerto Rican community is adequately represented on all policy-making and advisory boards and committees, and as employees of constituent agencies.

2. The Bridgeport Department of Housing and the Redevelopment Agency should develop and implement an affirmative action plan for hiring and upgrading Puerto Ricans to all job levels within constituent agencies.

3. The Code Enforcement Agency should conduct an inspection of Area #9, reinspect Area #3, and take vigorous action to correct all violations which are discovered.

4. The Housing Authority should adopt a program designed to acquaint Puerto Rican senior citizens, and their families, with its housing for the elderly program, and establish a priority system which would insure fair representation of Puerto Rican and other minorities in new and existing units.

5. The Housing Authority should initiate a program designed to facilitate the distribution of Puerto Rican families throughout existing projects.

6. The Housing Authority, as well as other housing agencies, should seek to include more large apartments in future housing developments.

7. The Bridgeport Department of Housing and the Redevelopment Agency should distribute to all tenants and prospective tenants all materials in Spanish as well as in English.

V. ANTIPOVERTY AGENCIES IN BRIDGEPORT AND NEW HAVEN

"Thirty percent of our heads of households are unemployed. And this does not even include youths who have dropped out of school and just stay on the streets. We have no jobs because employers tell us that we are ill-trained, inexperienced, and uneducated, and therefore do not qualify for their positions. But those programs /antipoverty programs/ designed to help us, to train us, cannot help us because they have no Hispanos on their staff. So, this is the vicious circle. This is why 7,000 of our approximately 10,000 Hispano citizens are impoverished."

This statement of one witness during the Connecticut State Advisory Committee's open meeting is typical of opinions expressed by other Puerto Rican witnesses about local antipoverty agencies.

Action for Bridgeport Community Development (ABCD)

The war on poverty in Bridgeport has been waged by Action for Bridgeport Community Development (ABCD). Established in 1964, ABCD is governed by a policy-making board of directors comprised of 45 members. As of October 1971, there were 14 vacancies on the board. In accordance with Office of Economic Opportunity guidelines, 15 members are representatives of the public sector, 15 are appointed by local community organizations, and 15 are neighborhood representatives elected from target areas.

Of the five Puerto Rican members of the board, one is a representative from the public sector, two are from community organizations, and two are neighborhood representatives.

Bridgeport's antipoverty agency with a yearly budget of approximately $4 million operates programs in areas of manpower development education, and housing. ABCD received $3,376,032 from Federal sources and $926,256 of its budget came from State funds. (See Table 16, p. 77.)

Community Involvement

Puerto Ricans held 91 out of 325 jobs at ABCD.[13/] Of the 91, there were 18 who received monthly salaries of $600 and above, and one position, the deputy director for Spanish Affairs, was a policy-making job. (See Table 17, pp. 78-79.)

The lack of sufficient Spanish speaking staff in antipoverty programs hinders Puerto Rican involvement. The Puerto Rican's language difference often excludes him from programs conducted in English. However, this problem could be bridged with Spanish speaking staff. Such staff members not only can recruit in the Hispanic neighborhoods, but also can insure that Spanish speaking participants in programs benefit from available services. It is a fact, based on statistical information on Spanish speaking persons in ABCD programs, that when the number of ethnic staff increases in any program, so does its ethnic participation.

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13 / Sources in Puerto Rican communities put the number of year-round full-time Puerto Rican employees closer to 40. According to members of the Puerto Rican community, the official ABCD figure of 91 Puerto Ricans is distorted because it includes a large number of summer personnel.

Project Extend, an after-school remedial-cultural education program operating in six neighborhood schools, had two Hispanic staff members. This project, with an operating budget of $52,957, had an enrollment of 15 percent Spanish speaking students. Another education project, in the Youth Services Center, provides educational counseling, tutoring, vocational, and college admission guidance. Unfortunately, there were no Spanish speaking employees in the $74,863 program. It is not surprising, therefore, that the program, with 1 percent Hispanic enrollment, has made little impact in the Spanish speaking community, although it could be crucial in helping to prevent dropouts and encouraging students to plan for higher education.

The low percentage of Hispanic enrollment may indicate the need for a restructuring of the program to attract more Puerto Rican children. ABCD, in accordance with OEO regulations, determines program content, hires teaching staff, and selects program participants. Considering the large number of Puerto Rican children living in Bridgeport, there could be a sizable increase in their participation in ABCD activities if programs were better publicized and made more relevant to Puerto Rican concerns.

The under-representation of Spanish speaking residents in programs, unfortunately, knows no age boundaries. The Senior Citizen Program, funded with $25,314, provides educational classes, field trips, and other activities. Enrollees in the program include 156 blacks, 65 whites, and no Spanish.

The Concentrated Employment Program

The Concentrated Employment Program (CEP), funded through the U. S. Department of Labor, is an attitudinal and motivational training program for inner-city residents with emphasis in three basic areas: Youth Adult Opportunities, Operation Mainstream, and New Careers.

According to a report of the Spanish American Development Agency (a local economic development organization) published in September 1971:

> Working estimates of minority group data revealed that 21.1 percent of the minority work force in the Bridgeport area are unemployed. Unemployment for the Spanish speaking, however, reaches 30 to 40 percent.

It is easy to understand, therefore, why CEP, the city's principal job training program, was a chief target of community criticism during the open meeting. Although CEP has an English as a Second Language Program, several community spokesmen alleged that many Spanish speaking persons who have applied for job training programs at CEP have been denied admission because of insufficient English. According to a witness from the community:

> Before I can get anybody in the CEP Program he has to know a certain amount of English before he can get in there. When I refer people, there, they say, 'No, you can't be enrolled because you don't know enough English.' I, myself, had screened them prior to sending them there, and I know the English that is required for them to get into the program. And yet, they are denied entrance.

Unfortunately, the Committee did not hear additional testimony that tended to contradict or confirm this statement.

Frustrated by the inability of many Puerto Ricans to get into job training programs, the Hispanic community moved to set up its own programs. At the end of the 1971 fiscal year, ABCD agreed to fund a Spanish speaking

job training program for $62,400 if in a 5-day period the program's directors would find office space, hire teachers, and deveop a suitable training program. Despite its initial difficulties, the Hispanic community was successful and a Mini-CEP program, specifically geared for Spanish speaking needs, was created in June 1971.

Mini-CEP

The design of Mini-CEP was based on the premise that an effective program for the Spanish speaking must provide preskill training involving extensive support, counseling, and individual development. Intense concentration of job-related English was supplied through more than 100 hours of ESL instruction -- all job training was given in Spanish.

Considering the high rate of unemployment in Bridgeport, the limited budget, and the newness of the program, Mini-CEP's placement record is good. The Committee was told that 83 percent of the 59 trainees were placed in jobs or went into another training program. 14/ The remaining 17 percent withdrew from the program before its completion. After 26 weeks Mini-CEP's contract expired and the program was discontinued. ABCD has not supplied the funds necessary for the program to continue.

New Haven: Community Progress, Incorporated

Although the Spanish speaking community of New Haven constitutes between 4.7 percent (Census) and 8.7 percent (Junta estimates) of the city's population, it represents 23 percent of all poverty level residents of New Haven. Thirty percent of all Hispanic heads of households are unemployed. Over 77 percent of New Haven's Spanish speaking adults did not graduate from high school.

14/ The consulting agency that compiled these placement statistics for Mini-CEP did not specify whether or not its definition of "placement" was the same as CEP's definition, e.g. retention for 60 days.

The responsibility for designing programs which will educate and inform Spanish speaking residents and release them from their poverty existence rests, in part, with Community Progress, Incorporated (CPI), New Haven's antipoverty agency. The board of directors consists of 21 members, two of whom are Puerto Rican.

CPI directly administers and/or delegates approximately 55 programs with a total budget of $5, 017,386. Of these programs, approximately 30 human resource development and day care programs are delegated to independent neighborhood sponsors. (See Table 18, pp. 80-82.)

Community Involvement

Puerto Ricans are not well represented in either CPI programs or staff positions. The New Haven antipoverty agency has never selected an Hispano to serve on its executive or administrative staff. According to CPI's Director, Milton Brown:

> There hasn't been any need for a change in our administrative set up for the past three or four years. In other words, our staff presently involved in administrative positions have been with the agency, myself, since 1962, and other division directors since 1964 and 1965.

CPI's failure to adjust its staffing patterns to include New Haven's new and growing Spanish speaking population can be seen in its employment statistics. There is general agreement among Hispanic leaders that since approximately 23 percent of all poverty-level residents living in New Haven are persons of Spanish speaking descent, a corresponding percentage of total staff positions should be occupied by ethnic Spanish speaking persons.

The current number of employees working with CPI is 116. Of this total, 16 are Puerto Rican. This is an under-representation. Over 80 percent of these jobs are in the low paying, nonprofessional category and no Puerto Rican holds a policy-making position within the agency. (See Table 19, p. 82.)

One effect of inadequate Hispanic staffing is the failure of programs to address Hispanic concerns or to appeal to the Spanish speaking community. According to one community spokesman:

> There has been a lack of comprehension of the unique problems of the Spanish community. CPI does not yet understand that what works for the blacks does not necessarily work for the Hispanos, and that a program that is supposed to work for both blacks and Hispanos under the same staff may not work at all.

An illustration of the situation can be seen in CPI's Day Care Program. Nine federally funded day care centers have a combined enrollment of 325 children. Only five of these children are Spanish speaking. Hispanic mothers told the Connecticut State Advisory Committee that they were afraid to leave their children with people who were unable to understand their children's language and culture. None of the day care centers employs a Spanish speaking worker.

With a significant proportion of New Haven's Hispanic residents living in poverty, day care centers staffed with competent Spanish speaking workers could be necessary to their economic survival. A day care center would provide mothers with the option of working or participating in job training programs. A woman's income, as a primary source of income or as a supplement, could be crucial to raising a family out of poverty.

Puerto Rican teenagers in New Haven testified that they feel excluded from activities of various teen centers in their neighborhoods. According to a Puerto Rican teenage girl:

> Right now we get an attitude like: 'We don't want you Spics.' And they don't include us. The Puerto Ricans go there and you just feel like you're not wanted.

There are no Hispanic employees in the teen centers working to bridge this gap. Because they have no other place to go, Puerto Rican teenagers are forced into the streets where they face a boring, directionless existence on the fringe of crime and drug addiction.

The few programs that Spanish speaking persons attend have not been as successful as they might be. An outstanding example is the Adult Basic Education Program funded and staffed by CPI.

The majority of Spanish speaking residents in New Haven have a low level of formal education: 77 percent did not graduate from high school and 75 percent of these cannot speak, read, or write English. In 1971 the program had an excellent Hispanic turnout with 75 percent Spanish speaking students attending Adult Basic Education classes. None of the instructors, however, was Hispanic. The community expressed its belief that the absence of Spanish speaking instructors created a cultural and language handicap which inhibited the learning process.

According to two CPI placement workers who reviewed the Adult Basic Education Program:

> We have seen the results of these programs /Adult Basic Education/ and find that they are not fulfilling the needs of our Spanish residents to enable them to obtain adequate jobs in the future.... Those who are in charge of instruction do not have sufficient knowledge of the various problems of the groups to help them solve their many complex problems.

Although CPI has been extremely lax in actively recruiting Spanish speaking staff and Hispanic participation for its programs, the picture is not entirely bleak. Two neighborhood corporations have been responsive to the needs of the Spanish speaking residents in New Haven: The Hill Neighborhood Corporation and the Junta for Progressive Action. About 45 percent of all Puerto Ricans in New Haven live in the area served by the Hill Neighborhood Corporation. This section of New Haven, known as "The Hill," is one of the poorest and most densely populated areas in the city.

The Hill Neighborhood Corporation is headed by an elected board of directors, consisting of 25 members. Each of the four areas in the Hill community elects one black, one white, and one Spanish speaking representative. In addition to these 12 elected members, another 12 are appointed by community organizations. This innovative system has produced a highly equitable distribution: seven Puerto Rican, eight white, and seven black board members; two slots are vacant.

Puerto Ricans are also reasonably well represented on the staff of the Hill Neighborhood Corporation. Of a total of 17 administrative staff positions, Puerto Ricans hold four. An additional six Spanish speaking persons work with a Spanish Cultural Association, two more in Spanish History and Cultural Enrichment Program, another three in Bilingual Programs. The presence of Spanish speaking staff members has significantly increased Puerto Rican participation in programs sponsored by the Hill Neighborhood Corporation.

Noteworthy among the Hill Corporation's programs with substantial Puerto Rican participation is the Hill Health Center. (For a fuller description of the Center's activities in the Puerto Rican community, refer to Health, Chapter II, page 10)

Another agency funded by CPI which has greatly benefited the Hispanic community is the Junta for Progressive Action, Incorporated. Junta is a bilingual, citywide corporation charged with planning and coordinating services to Spanish speaking residents and organizations throughout the city.

One program administered by Junta the Spanish Development Program, with a budget of $16,117, seeks employment and services for Spanish speaking residents in social service programs, in citywide agencies, and in private business and industry. The program also provides outreach counseling.

Junta, unfortunately, has been hampered by a total budget of $41,000 with which it must run not only its own program, but provide assistance to the other seven neighborhood corporations. It is the only neighborhood corporation which does this. Despite these handicaps, in its short year of operation Junta has gained the respect and confidence of the Hispanic community, and a sizable increase in budget would permit it to expand its services to the Spanish speaking community.

RECOMMENDATION

The Connecticut State Committee recommends:

1. That the Office of Economic Opportunity monitor the activities of ABCD and CPI to insure that funds are dispersed equitably, so that all intended recipient groups receive a fair share of the benefits of the service.

2. That ABCD and CPI adopt an affirmative action plan for recruiting Spanish speaking staff based on the principle that racial and ethnic staff representation be determined by the percentage of poverty level residents in the community, and that they:

   a. review their various programs in operation to determine if the Spanish speaking community has staff and program participation proportional to its population;

   b. establish a training and leadership program to insure that the Spanish speaking community makes better use of the benefits offered by existing antipoverty programs, and to encourage greater Puerto Rican participation;

   c. insure that their boards and committees are representatives of all ethnic groups in the community;

   d. hire a sufficient number of Spanish speaking staff members for day care centers located in areas populated by Spanish speaking residents.

3. That ABCD immediately hire additional Spanish speaking job training instructors for the Concentrated Employment Program.

4. That ABCD seek financial support for Mini-CEP so that the program can be revived.

5. That Hispanic instructors immediately be employed by CPI's Adult Basic Education Program.

VI. MODEL CITIES IN NEW HAVEN AND BRIDGEPORT

The Model Cities Program is designed to concentrate public and private resources in a comprehensive 5-year attack on social, economic, and physical problems of slums and blighted neighborhoods. Authorized by Title I of the Demonstration Cities and Metropolitan Development Act of 1966, its purpose is to upgrade the total environment of such neighborhoods and improve the living conditions of residents.

Bridgeport and New Haven have Model Cities Programs which encompass neighborhoods with significant Spanish speaking populations. Puerto Ricans, however, do not participate fully in the Model Cities Program. Because they have no effective voice in the operation of Model Cities, the Puerto Rican community is not receiving its equal share of available services and benefits.

Model Cities - New Haven

The Model Cities Area and Administration

The "Hill" neighborhood, designated as New Haven's Model Cities target area, is located southwest of the Central Business District. It is approximately 7 percent of the city's land area, and contains about 15 percent of the population. There are approximately 20,750 residents of whom 14 percent are Spanish speaking, 46 percent are black and 40 percent are white. About 45 percent of all Puerto Ricans and 25 percent of the blacks in the City of New Haven live in the Hill Model Neighborhood.

The total yearly budget for the Model Cities Program is $1,838,000.

(See Table 20, p. 83.)

An analysis of the power structure operating in Model Cities Programs reveals that important programmatic and financial decisions rest almost solely with the mayor.

Although all program budgets must be approved by the Corporation, under current HUD guidelines all money for Model Cities programs comes directly into the office of the mayor who acts as chief executor of the funds. The mayor, through the city council,also has the final authority to approve or disapprove a program. In the final analysis, it is "City Hall" which decides if a project will be funded and how much money will be allocated to it.

Much of the community testimony at the Connecticut State Committee open meeting focused on the failure of the Model Cities Program to recruit Spanish speaking staff as a major reason for lack of Puerto Rican participation in programs.

A State Committee member queried one witness:

> All three persons who spoke this morning have made complaints that there are not enough Spanish speaking people on the staff of Model Cities... Why is it that these programs do not reach and serve the Spanish community?

Witness:

> Well, because of lack of staff, adequate staff to reach the Spanish community. You have to communicate in Spanish. They /the programs/ cannot service the people if the people can't understand them. They will not take advantage of a program they do not feel comfortable in.

As of January 1972, Model Cities employed 188 persons, 37 of whom were Puerto Rican. (See Table 21, p. 84.) Although this is a fair percentage, only one served as director of a program and none occupied a policy-making position. In addition, of the 31 staff members who work in the director's office, a key unit in the formulation of agency policy, only two are Puerto Rican.

As a result, Puerto Rican participation in Model Cities programs has been poor. To illustrate, Taking Care of Business (TCB), an economic development program, encountered great difficulty in getting Hispanic businessmen to fill out a particular questionnaire on minority business enterprise. Hispanic input was particularly important in this instance because 25 percent of all small retail stores in New Haven are owned by Spanish speaking businessmen, many of whom do not speak or read English. The vast majority of these stores are of the "mom & pop" variety with small profit margins.

One explanation of the poor response is that the questionnaire was written in English and no Spanish speaking field workers were sent into the community to interpret it for Spanish speaking store owners.

The Neighborhood Youth Corps had no Spanish speaking staff members to recruit participants in the Hispanic neighborhood. As a result, out of 1,400 summer job openings, only 60 positions were filled by Spanish speaking individuals.

The Senior Center which provides recreation for the area's elderly citizens had no Hispanic staff workers. As a result, no elderly Spanish speaking residents attended the center.

As one community spokesman put it: "Those programs which do not have Hispano staff cannot anticipate much feedback or assistance from the Hispano community."

The Hill Voice

The Model Cities newspaper, The Hill Voice, is the principle medium of communication between administrators and staff and the people whom they serve. Major community complaint was voiced against this newspaper's policy.

According to community sources, important notices, such as election announcements, rarely appear in Spanish; neither does news of community affairs and activities, nor notices of meetings of special task forces.

Some articles are translated into Spanish, but coverage of important notices is sketchy at best.

A New Trend

Because they feel that administrators and program directors are denying them equal access to available benefits, an increasing number of Hispanos are beginning to demand separate programs. A Spanish Cultural and History Program has been created and the pressure from the Hispano community is to continue this trend. Model Cities and antipoverty agencies were established to help correct inequities in the existing system. It is unfortunate that the majority of Spanish speaking citizens are still shouting for their chance to share equally.

Model Cities - Bridgeport

The Model Cities Area and Administration

The Model Cities area in Bridgeport is an isolated peninsula bounded on the north by the tracks of the New Haven railroad, on the south by Long Island Sound, on the east by Yellow Mill River, and on the west by the Pequonnock River.

The area is the most densely populated section of Bridgeport: approximately 8 percent of the population lives on 2 percent of the land. According to the executive director of the Bridgeport Model Cities Program, a majority, or 53 percent of the Model Cities area residents, are Spanish speaking, 40 percent are black, and 7 percent are white.

Puerto Ricans have been radically affected by Model Cities redevelopment programs. Though Puerto Ricans have become businessmen and now own 75 percent of the busines in the Model Cities area, the buildings, both residential and commercial, demolished by the redevelopment program have been predominantly owned by Spanish speaking people (65 percent).

This densely populated residential area has one of the highest crime rates in Bridgeport. The average family income in the Model Cities area is substantially below that of the average family in other sections of the city. More than one fourth of the families receiving public assistance in Bridgeport reside in this area; 50 percent of the population is under 17 years of age. This area is one of the most severely disadvantaged sections in the Greater Bridgeport Metropolitan Area.

The Model Cities area is divided into "blocks." Once a year elections are held and two representatives from each block are elected to the Citizens

Planning Council, which technically has the authority to approve or disapprove the funding of Model Cities programs. The Council also has 10 appointed representatives from select community organizations in the area. Of the 36 members 12 are Puerto Rican all of whom were elected as block representatives.

The Citizens Planning Council, unfortunately, is a relatively powerless organization. All final approval on design and funding of programs actually rests with the city council and the mayor. Conflict between the mayor and the citizens council has occurred on several occasions. For example, a dispute between the Citizens Planning Council and the mayor involved discontinuance of the Legal Aid Program. The Council maintained that the Legal Aid Program was an effective advocate of residents of the Model Cities Area, but the mayor prevailed and the Legal Aid Program was discontinued.

Legal Aid Program attorneys had won favorable decisions for residents of the Model Cities area in cases involving landlord and tenant, police brutality, welfare, and other issues of concern to the Spanish speaking community. One case involved a rent strike organized by the Young Lords, a Puerto Rican community action group. Legal Aid defended the Young Lords and the rent strike participants and won the case.

Community sources alleged:

> Because these decisions were affecting the interests of the system the mayor decided to take away the funds from Legal Aid.

Another major conflict between Puerto Rican Model Cities residents and "City Hall" arose over the appointment of the director of the Model

Cities Program. The Model Cities Program in Bridgeport had long been plagued by a succession of directors whose tenure lasted from 6 months to a year. Although the Puerto Rican community constitutes a majority of Model Cities residents, there has never been a Puerto Rican director of the Model Cities Program.

When one director left, the Puerto Rican community strongly recommended that a Puerto Rican director be chosen to replace him. The mayor, however, chose a non-Puerto Rican.

Puerto Ricans are not well represented either as staff members or as program participants in Bridgeport Model Cities. Model Cities employees total 191 persons of whom one-third, or 62, are Puerto Rican. Of these, the vast majority hold nonprofessional jobs. No Puerto Rican occupies a policy-making position within the agency. (See Table 22, pp. 85-87.)

By and large, Hispanic residents participate in programs which have Spanish speaking staff members. Most Puerto Rican staff members of Model Cities are clustered in the education programs: Language Skills Center, Higher Education Opportunity Program, and the Adult Learning Center. As a result, between 50 to 90 percent of students enrolled in these education programs are Spanish speaking. Puerto Rican participation is poor, however, in programs with insufficient Spanish speaking staff. The Senior Center, for example, employs only one Puerto Rican nonprofessional, and although it is located near a Spanish speaking area, the program has only 6 percent Puerto Rican enrollment.

The absence of Spanish speaking staff members who work closely with the Spanish speaking community and who occupy key policy-making positions within the agency isolates the Model Cities administration from the very people whom they are supposed to serve. As a result, the Model Cities administration often promotes programs of little use to its Spanish speaking residents.

Community testimony protested the use of Model Cities funds to support services which city agencies are charged to provide.[15/] Model Cities was designed to be a temporary vehicle through which new approaches to old problems in the area of health, housing, education, and employment could be developed. Instead of funding new and creative programs, community sources alleged that substantial Model Cities funds have been used for services which should be provided by city agencies. As one community worker explained:

> We put $75,000 into solid waste for another garbage truck to come to pick up the garbage when the city was supposed to have it anyway. It's a waste of money.

In August 1971, the Bridgeport Urban Coalition wrote a letter to HUD's Washington Office requesting that all Model Cities programs be suspended until a full investigation was made into the alleged exclusion of Puerto Ricans and other Spanish speaking residents from staff and programs. The request was forwarded to Joseph Verra, the Assistant Regional Administrator of HUD in Boston, who sent a review team to investigate. Unfortunately, the investigators spoke only to the director of the program and not to the complainants. At the request of the Urban Coalition, the review

15/ For the Model Cities budget, see Table 23, p. 87.)

team returned to interview members of the Puerto Rican community who had signed the original letter. As of this publication, no action has been taken on the request. Concurrently, all Puerto Rican members of the Model Cities Planning Council resigned in protest against what they perceived as discriminatory policies and practices toward Bridgeport's Spanish speaking community.

RECOMMENDATIONS

The Connecticut State Advisory Committee recommends:

1. That the Model Cities administration actively recruit and employ representative numbers of Spanish speaking employees, especially in policy-making positions, based on the percentage of Puerto Rican residency in Model Cities neighborhoods.
2. That The Hill Voice, New Haven's Model Cities newspaper, set a goal to eventually print all articles both in English and Spanish.
3. That a Legal Aid Program be funded.
4. That HUD issue its findings on the complaint of discrimination issued by Bridgeport's Spanish speaking community.

TABLE 1

EMPLOYMENT STATISTICS OF THE CITY OF NEW HAVEN, CONNECTICUT*

ETHNIC COUNT

September - 1971

	Total Number Employees	Black	Spanish-Surnamed
City Budget:			
Full-Time	3762	492	31
Part-Time	353	74	19
Total	4115	566	50
Special Funds:			
Total	455	227	32
Total	4572	793	82
Redevelopment	307	94	13
Parking Authority	45	10	1
Model Cities	116	62	14
New Haven Housing Authority	191	110	4
Grand Total	5229	1069	114

*Employment Statistics in Tables 1 through 5 obtained from City of New Haven

TABLE 2
CITY OF NEW HAVEN

BUDGETED POSITIONS (as of September 1971)

DEPARTMENT	TOTAL NUMBER EMPLOYEES	NUMBER OF BLACKS	NUMBER OF SPANISH SURNAMED	OTHER
Airport	14	1	0	0
Assessors	12	0	0	0
Building	19	1	0	0
City Clerk	5	0	0	0
City Plan-Full-time	9	1	0	0
Part-time	1	1		
Civil Defense	2	0	0	0
Civil Service-Full-time	1	0	0	0
Part-time	1			
Controller-Full-time	78	4	2	0
Part-time	8	1	0	0
Corporation Counsel	9	1	0	0

TABLE 2 (Continued)

DEPARTMENT	TOTAL NUMBER EMPLOYEES	NUMBER OF BLACKS	NUMBER OF SPANISH SURNAMED	OTHER
Development Administrator				
Full-time	3	0	0	0
Part-time	1	0	0	0
Education-Full-time	1896	282	9	0
Part-time	15	1	0	0
Equal Opportunities	6	5	0	0
Fair Rent Commission	5	3	0	0
Fire Department	498	19	1	0
Girls' Recreation-Part-time	3	1	0	0
Health Department-Full-time	47	3	1	0
Part-time	12	9	1	0
Labor Management	2	1	0	0
Library Full-time	77	17	1	0
Part-time	34	7	0	0

TABLE 2 (Continued)

DEPARTMENT	TOTAL NUMBER EMPLOYEES	NUMBER OF BLACKS	NUMBER OF SPANISH SURNAMED	OTHER
Mayor's Office	5	1	0	0
Park Department-Full-time	134	15	3	0
Part-time	203	31	13	0
Personnel	3	0	0	0
Police Department Full-time	479	69	3	0
Part-time	60	13	2	0
Public Works-Full-time	327	54	9	0
Part-time	17	10	3	0
Purchasing	6	0	0	0
Registrar of Vital Statistics	8	0	0	0
Registrar of Voters	6	1	0	0
Tax Collector	14	3	0	0
Town Clerk	11	1	0	0
Traffic & Parking	26	2	1	0

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TABLE 2 (Continued)

DEPARTMENT	TOTAL NUMBER EMPLOYEES	NUMBER OF BLACKS	NUMBER OF SPANISH SURNAMED	OTHER
Treasures Office	2	1	0	0
Weights & Measures	6	0	0	0
Welfare-Full-time	51	6	1	0
Part-time	2	1	0	0
Total	4115	56	50	0

*Statistics obtained from the City of New Haven

TABLE 2 (Continued)

SPECIAL FUNDS

DEPARTMENT	TOTAL NUMBER EMPLOYEES	NUMBER OF BLACKS	NUMBER OF SPANISH SURNAMED	OTHER
City Clerk	1	0	0	0
Civil Defense-Full-time	2	0	0	0
Part-time	1	0	0	0
Education	354	174	29	0
Equal Opportunities	2	2	0	0
Health Department	14	8	2	0
Library	3	1	1	0
Park Department	71	42	0	0
Police Department	7	0	0	0
Total	455	227	32	0

TABLE 3

Ethnic Count of Certified Employees of the City of New Haven* (January 7, 1972)

Department	Total Certified Employees	Black	Spanish Sur-named	Caucasian
Airport	12			12
Assessors	10			10
Building Dept.	19	1		18
City Clerk	5			5
City Plan	--			
Civil Defense	2			2
Civil Service	1			1
Controller	57	2		55
Corporation Counsel	2			2
Development Administrator	--			
Education	379	23		356
Equal Opportunities	--			
Fair Rent Commission	1	1		
Fire Dept.	494	19	1	474
Health Dept.	45	1	1	43
Labor Relations	1	1		
Library	41	12	1	28
Mayor's Office	--			
Park Dept.	87	16	3	68
Personnel	3			3
Police	472	67	3	402
Public Works	131	19	3	109
Purchasing	6			6
Registrar of Voters	--			
Tax Office	12	2		10
Town Clerk	10	1		9
Traffic & Parking	25	2	1	22
Treasurer	1			1
Vital Statistics	7			7
Weights & Measures	6			6
Welfare	39	4		35
Total	1868	171	13	1684

* Full-time city - budgeted employees with Civil Service Status

TABLE 4

Ethnic Count of Total Other Employees * (January 7, 1972)

Department	Total Other Employees	Black	Spanish Sur-named	Caucasian
Airport	--			
Assessors	1			1
Building Dept.	--			
City Clerk	1			1
City Plan	1			1
Civil Defense	--			
Civil Service	--			
Controller	5			5
Corporation Counsel	7	1		6
Development Administrator	3			3
Education	1515	259	9	1247
Equal Opportunities	5	3	1	1
Fair Rent Commission	1	1		
Fire Dept.	1			1
Health Dept.	1			1
Labor Relations	1			1
Library	38	6		32
Mayor's Office	6	1		5
Park Dept.	1			1
Personnel	--			
Police Dept.	1			1
Public Works	139	30	11	98
Purchasing	--			
Registrar of Voters	6	1		5
Tax Office	1	1		
Town Clerk	1			1
Traffic & Parking	1			1
Treasurer	1	1		
Vital Statistics	1			1
Weights & Measures	--			
Welfare	3	1		2
Total	1741	305	21	1415

*Other budgeted full-time positions for which Civil Services examinations are not required.

TABLE 5

Ethnic Count of Total Temporary Employees* (February 4, 1972)

DEPARTMENT	TOTAL TEMPORARY EMPLOYEES	BLACK	SPANISH SURNAMED	CAUCASIAN
Airport	2	1		1
Assessors	--			
Building Dept.	--			
City Clerk	--			
City Plan	8	1		7
Civil Defense	--			
Civil Service	--			
Controller	15	1	1	13
Corporation Counsel	--			
Development Administrator	--			
Education	2	1		1
Equal Opportunities	--			
Fair Rent Commission	2	1		1
Fire Department	--			
Health Department	--			
Labor Relations	--			
Library	4			4
Mayor's Office	--			
Park Dept.	9	1		8
Personnel	--			
Police Dept.	5	2		3
Public Works	11	1		10
Purchasing	--			
Registrar of Voters	--			
Tax Office	--			
Town Clerk	--			
Traffic & Parking	1			1
Treasurer	--			
Vital Statistics	--			
Weights & Measures	--			
Welfare	9	2	1	6
Total	69	11	2	56

*Employees who have not been examined by Civil Service Commission

TABLE 6

Employees of Yale-New Haven Hospital*

TOTAL EMPLOYEES	TOTAL PUERTO RICAN EMPLOYEES
2700	24

POSITIONS HELD BY PUERTO RICAN EMPLOYEES

(December 30, 1971)

NUMBER OF EMPLOYEES	POSITION	DEPARTMENT
5	Community Relations Worker	Ambulatory Services
1	Dietitian	Dietetics
1	Dietary Aide	Dietetics
1	Social Worker	Social Services
1	Social Worker Assistant	Social Services
3	Licensed Practical Nurses	Nursing
2	Secretaries	Nursing
1	Secretary	Accounting
1	Secretary-Stenographer	Engineering
1	Nurse Aide	Nursing
1	Clinic Aide	Ambulatory Services
1	Carpenter Apprentice	Engineering
1	Hospital Serviceman	Building Services
1	Lead Serviceman A	Building Services
1	Transportation Orderly	Radiology
1	Inhalation Theraphy Technician	Inhalation Therapy
1	TAC Aide	Transportation, Aid and Communication Services
24		

*Statistics in Tables 6 through 8 obtained from Yale New Haven Hospital

TABLE 7

Spanish speaking Professionals at Yale-New Haven Hospital

STAFF CATEGORIES	TOTAL (ALL)	NECRO	AMERICAN INDIAN	ORIENTAL	SPANISH SURNAMED AMERICAN
PHYSICIANS					
Full Staff Members	604	6	-	8	1
Courtesy Staff	118	4	-	-	-
Others	176	2	-	-	-
DENTISTS					
Staff Members	28	1	-	-	-
Others	30	2	-	-	-
TOTAL	956	15	-	8	1

TABLE 8

Spanish speaking Trainees at Yale-New Haven Hospital

TRAINING CATEGORIES	TOTAL (All)	NEGRO	AMERICAN INDIAN	ORIENTAL	SPANISH SURNAMED AMERICAN
Interns	59	2	-	1	1
Residents	206	2	-	10	3
Student Nurses CNHS of N	53	0	-	-	-
Practical Nurses in Training	45	2	-	-	-
Medical Technologists	14	-	-	1	-
Therapists (Physical)	8	-	-	-	-
Social Workers	10	-	-	-	-
Other*	35	1	-	2	-
TOTAL	430	7	-	14	4

* Inhalation Therapists, Dietetic Interns, Pharmacy Residents

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TABLE 9

College Bound Puerto Rican High School Graduates

YEAR	NUMBER OF PUERTO RICAN GRADUATES	NUMBER GOING TO COLLEGE
1968-69	70 out of 1,085 high school graduates	24
1969-70	94 out of 1,029 " " "	23
1970-71	104 out of 941 " " "	46

TABLE 10

Employment of Puerto Ricans by the Bridgeport Board of Education*

	TOTAL	PUERTO RICAN
Assistant Superintendent	6	0
Supervisors	43	1
Principals	58	0
Teachers	1180	17* *
Guidance Counselors	23	0
Aides	215	31
Clerical	96	2
	1621	51

* Statistics in Tables 9 and 10 from Bridgeport Board of Education.

**Seven of these are ethnic Spanish speaking persons from Latin America.

TABLE 11

ETHNIC BREAKDOWN OF PUBLIC HOUSING PROJECTS IN BRIDGEPORT

Project Name and Number	Total Dwelling Units	No. Vacant	Total Black Families	Total White Families	Total Puerto Rican Fam.
Father Panik Village (CONN-1-1)	1,113	81	720	69	243
Marinal Village & Apartments (CONN-1-2)	513*	8	248	140	117
*Marina Village	406	5	178	134	89
*Marina Apartments	107	3	70	6	28
Phineas T. Barnum Apts. (CONN-1-5)	470	33	380	8	49
Charles F. Greene Homes (CONN-1-6)	+280	6	110	117	47
Subtotal	2,376	128	1,458	334	456
Elderly Projects					
Fireside Apartments (CONN-1-7)	50	0	1	49	0
Fireside Apts. Ext. 1(CONN-1-8)	96	1	1	94	0
Fireside Apts. Ext. 2 (CONN-1-10)	102	0	1	101	0
Harborview Towers (CONN-1-9)	232	0	9	221	2
Subtotal	480	1	12	465	2
GRAND TOTAL	2,856	129	1,470	799	458

*Statistics in Tables 11 through 15 obtained from the Bridgeport Department of Housing.

TABLE 12

Total number of Dwelling Units in Public Housing:

Project Name	1 BD	2 BD	3 BD	4 BD	5 BD	6 BD	Total
Father Panik Village (1-1)	312	456	246	82	4	13	1,113
Marina Village & Apts. (1-2)	122	230	138	26			516 *
Phineas T. Barnum Apartments		208	104	148	22		482 **
Charles F. Greene Homes		160	120				280
Fireside Apartments (1-7)	50						50
Fireside Apartments (1-8)	96						96
Fireside Apartments (1-10)	102						102
Harborview Towers (1-9)	232						232
TOTALS	914	1054	608	256	26	13	2, 871

*2 units at Marina Village and 1 unit at Marina Apartments are given rent free for use of tenant's associations.

** 12 units at Phineas T. Barnum Apartments are used for tenant association activities, youth and elderly services, special police and day care centers.

T A B L E 13

Number of persons on waiting list to enter all public housing facilities in Bridgeport.

Total Families	Family Units	Elderly Units	Total
White	19	679	698
Black	99	28	127
Puerto Rican	97*	6	103
Totals	215	713	928

*Of the 97 Puerto Rican applicants, 88 will accept assignment ONLY to Marina Village or Charles F. Greene Homes.

TABLE 14

Employment of Puerto Ricans by the Bridgeport Department of Housing*

	Total	Puerto Rican
Housing Site Development Agency	8	0
Code Enforcement Agency	3	0
Bridgeport Housing Authority	193	32
	204	32

TABLE 15

New positions created by the Bridgeport Department of Housing from Federal Emergency Employment Act Funds **

	Total	Puerto Rican	Black	White
Special Police	25	10	15	0
Tenant Relations	12	5	7	0

* As of 10/5/72, 10 janitor and 3 typist positions had not been filled.

TABLE 16

Source and Amount of Funding Received by Action For Bridgeport Community Development from Federal and State Agencies (1970-71 Budget)*

Federal	
Office of Economic Opportunity	$ 819,500
Department of Labor	
Concentrated Employment Program	1, 500,000
Neighborhood Youth Corps	771,150
Department of Housing and Urban Development	97,312
Department of Health, Education, and Welfare	188,070
Total	3, 376,032
State	
Department of Community Affairs	887,456
Planning Committee on Criminal Administration	38,800
Total	926,256
Grand Total	$4, 302,288

*Statistics in Tables 16 and 17 from Action for Bridgeport Community Development.

TABLE 17

Puerto Rican Employment by Action for Bridgeport Community Development (ABCD)

TOTAL	PUERTO RICAN
325	91

Puerto Ricans are employed in the following jobs.

Job Title	Monthly Salary
Health Aide	$417.00
Secretary	400.00
Deputy Director	836.00
Counselor	400.00
Job Developer	432.00
Special Asst. to the CEP. Director	883.00
Counselor	480.00
Accounting Officer	708.00
Deputy Director/Personnel	1000.00
Custodian	400.00
Two Drivers	620.00 each
Basic Education Instructor	608.00
ESL Instructor	500.00
Clerk Typist	400.00
Coach I	524.00
Coach I	524.00
Coach I	524.00
Coach I	525.00
New Careers Staff Assistant	616.00
Secretary/New Careers	420.00
Job Developer	600.00
Instructor/Coordinator CEP-Model Cities	708.00
Receptionist	400.00
4 Teachers, Summer Head Start	565.00 each
12 Teachers Aides	325.00 each
3 Social Worker Aides	325.00 each
1 Secretary	434.00
Secretary	450.00
Bookkeeper I	564.00
Secretary	476.00
Coordinator	700.00
Assistant Coordinator	450.00
Assistant Coordinator	625.00
Assistant Coordinator	641.00
Secretary	375.00
Secretary	373.00

TABLE 17 (Continued)

Job Title	Monthly Salary
Assistant Coordinator	543.00
Personnel Director	916.00
Assistant Coordinator	592.00
2 Field Workers	466.00
Counselor	567.00
Instructor Aide	500.00
Coach I	524.00
Bookkeeper	550.00
Custodian	370.00
Payroll Clerk	430.00
Counselor	577.00
Operations Director	637.00
Instructor/Coordinator	708.00
Secretary	455.00
Clerk-Typist	416.00
Supervisor Counselor	628.00
2 Counselors	563.00 each
Counselor	655.00
Foreman	516.00
Foreman	516.00
Educational Counselor	433.00
Staff Aide	321.00
Staff Aide	321.00
Staff Aide	321.00
Staff Aide	321.00
Foreman	516.00
Secretary	516.00
Assistant Bookkeeper	516.00
Counselor	655.00
Foreman	390.00
Staff Aide	321.00
YTY Supervisor	516.00
Staff Aide	321.00
Staff Aide	321.00
Staff Aide	321.00
YTY Supervisor	516.00
TOTAL	91

TABLE 18

COMMUNITY PROGRESS, INCORPORATED *

Annual Budget
by
Funding Source and Program
F.Y. 72

Office of Economic Opportunity

PROGRAM	AMOUNT	PARTICIPANTS
Administration	$444,950	
Planning	124,982	
Neighborhood Corporations & Junta	412,700	
Community Organization (Central Office)	52,095	
Manpower Intake	270,563	6,000
Manpower Pre-Vocational	230,557	600
Dwight Legion Center	36,710	600
Credit Union	21,052	2,000
Youth Development	37,643	195
Training & Technical Assistance	15,000	
Alcoholism	30,000	70
	$1,676,252	

Department of Labor

On-the-Job Training	$ 93,343	150
New Careers	127,000	39
NYC-Out of School	228,400	60
NYC-In School	193,700	260
NYC-In School-Summer 1971	581,930	800
Work Incentive Program	9,450	15
	$1,233,823	

Health, Education and Welfare

Head Start-Part Day	$390,915
Head Start-Full Day	87,068
Public Service Careers	37,812
	$515,795

Action

Foster Grandparents	$183,537	90

*Statistics in Tables 18 and 19 obtained from Community Progress, Incorporated.

TABLE 18 (Continued)

PROGRAM	AMOUNT	PARTICIPANTS
State Department of Community Affairs		
Neighborhood Corporations (2 months)	$32,984	
College Work Study	25,397	200
Dixwell Creative Arts	70,668	450
Fair Haven Parents' Ministry	32,839	1,110
Newhallville Central Services	68,557	1,000
West Rock Teen Center	45,496	
Farnam Courts Teen Lounge	6,167	75
Operation POINT Teen Lounge	13,152	400
Spanish Development (JUNTA)	16,117	
Project Comprehension	24,276	90
Hill Teen Center	50,580	700
4-H Youth	19,308	200
Physical Fitness	22,948	80
OIC	103,659	600
Hill St. John's Day Camp	13,814	200
Young Mothers	16,030	175
NARCO	9,052	500
Dwight Community Health Center	21,317	975
West Rock Guidance Center	6,516	150
Work Experience	52,430	40
New Careers	5,875	39
CAP Versatile	151,042	
Head Start	10,893	
Legal Assistance Association 1/2 non-Federal	51,703	
Legal Assistance Association Civil Expansion	34,355	
Legal Assistance Association Criminal Defense	59,804	
Dwight Child Day Care Center	37,500	
Dixwell Day Care Center	61,500	
Hill-Dwight Day Care Center	57,000	
Martin Luther King, Jr. Day Care	38,000	
The Neighborhood Nursery	36,000	
Newhallville Child Day Care Center	69,500	
Operation Child Care, Inc.	73,000	
Fair Haven Parents Ministry Day Care Center	37,000	
West Hills Day Care Center	33,500	
	$1,407,979	
GRAND TOTAL	$5,017,386	

TABLE 19

Puerto Rican Employment by Community Progress, Incorporated*

TOTAL	PUERTO RICAN
116	16

Puerto Ricans are employed in the following jobs:

	Annual Salary
Secretary	$4,410
Vocational Counselor #2	7,000
OJT Coordinator	7,350
Secretary #1	4,410
Work Crew Forelady	5,892
Part-time Test	$2.50/hr.
OJT Coordinator	7,000
Work Crew Foreman	6,946
Vocational Counselor #2	7,950
Remedial Education Teacher	7,000
Program Aide #1	6,000
Neighborhood Worker #2	5,250
Neighborhood Worker #1	6,000
Work Crew Forelady	5,250
Executive Secretary #2	4,500
NYC Counselor #1	8,000

TABLE 20

Budget of the New Haven Model Cities Program*

	Total
Education	$446,000
Health	157,000
Social Services	97,000
Recreation - Culture	52,000
Crime-Delinquency	150,000
Manpower Job Development	120,000
Economic & Business Development	200,000
Housing	150,000
Citizen Participation	173,000
Evaluation & Information	108,000
Sub total	$1,653,000
Program Administration	185,000
Grand Total	$1,838,000

*Statistics in Tables 20 and 21 obtained from New Haven Model Cities Program.

TABLE 21

Employment of Puerto Ricans by the Model Cities Program of New Haven*

Division	Total Employees	Puerto Rican Employees
Administration City Demonstration Agency	29	2
Hill Neighborhood Corp.	14	5
Economic Development	10	2
Education	16	0
Administrative Office	3	1
Office of Community Development	8	2
Afro-American Culture & History Program	1	0
Spanish Culture & History Prog.	2	2
Health	69	17
Crime-Delinquency	20	3
Recreation/Culture	5	0
Model Neighborhood Library	9	3
Teen Center	2	0
	188	37

TABLE 22

Positions Held by Puerto Ricans in the Bridgeport Model Cities Program *

PROJECT	POSITION	PRO.	N-PRO.	SALARY
Special Police	Special Police Officers		6	@ $ 720 a month
Police Community Relations	Community Service Worker		1	@ 282 a month
Youth Service Bureau	Youth Worker		1	@ 625 a month
Community Outreach	Program Assistant		1	@ 475 a month
Elementary School Lunch Program	Cafeteria Aides		8	@ 150 a month
Higher Education Opportunity Program	Director	1		@ 1,000 a month -
	Clerk Typist		1	@ 167 a month
	Clerk Typist		1	@ 417 a month
Adult Learning Center	Director	1		@ 1,056 a month -
	Secretary		1	@ 440 a month
	Instructor	1		@ 486 a month
Language Skills	Teacher	1		@ 912 a month
	L.S. Aides		3	@ 320 a month
	Program Assistant		2	@ 570 a month
	Clerk Typist		1	@ 430 a month
Health and Welfare Comm. Center	Assistant Coordinator		1	@ 758 a month
	Health Aides		5	@ 492 a month
Solid Waste	Sweeper Operator		1	@ 560 a month
	Laborer		1	@ 460 a month
Family Outreach	Outreach Aides		2	@ 424 a month
	Secretary		1	@ 347 a month

TABLE 22 (Cont'd)

PROJECT	POSITION			
Recreation	Recreation Leader	5	@	260 a month
Senior Citizens	Assistant Sen. Citizen Programer	1	@	500 a month
Summer Employment	Assistant Coordinator	1	@	540 a month
	Counsellors	3	@	480 a month
Day Care	Teacher Aide	1	@	333 a month
City Demonstration Agency	Deputy Director	1	@	1,042 a month
	Task Force Developers	2	@	542 a month
	Program Specialists	2	@	625 a month
	Accounting Clerk	1	@	677 a month
	Secretaries	3	@	544 a month
	Clerk	1	@	453 a month

*Statistics in Tables 22 and 23 obtained from the Bridgeport Model Cities Program

TABLE 23

Budget of the Bridgeport Model Cities Program

Education	$ 466,960
Health & Welfare	587,330
Recreation/Culture	130,049
Crime/Delinquency	383,246
Manpower & Job Development	50,000
Housing	65,500
Citizen Participation	82,637
Evaluation & Information	72,650
SUB - TOTAL	1,838,372
Program Administration	236,341
	$2,074,713

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